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ABSTRACT

These physical education standards were designed to ensure that each student achieve the following goals: (1) physical activity--students develop interest and proficiency in movement skills and understand the importance of lifelong participation in daily physical activity; (2) physical fitness and wellness--students increase understanding of basic body systems to develop and maintain the highest possible level of physical fitness and wellness; (3) movement skills and movement knowledge--students increase effective motor skills development, understand the fundamentals of movement by practicing and analyzing purposeful movement, and appreciate the aesthetics of expressive and creative movement; (4) social development and interaction--students learn appropriate prosocial behaviors and leadership skills by participating in planned physical activities in which they develop an appreciation of self and others, experience independent and group work, and learn how to cooperate and compete with others in the achievement of common goals; (5) self-image and self-realization--students develop and maintain a positive self-image, value their personal identity, and have the opportunity to develop and display self-control, self-direction, and self-expression; and (6) individual excellence--students are encouraged to achieve high personal levels of performance by integrating psychosocial development, growth and development, and the humanities. The six sections of these standards are based on these goals; each section provides objectives and representative activities. (AMH)

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Physical Education Model Curriculum Standards

Grades Nine Through Twelve

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Physical Education Model Curriculum Standards

Grades Nine Through Twelve

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The document was prepared with the help of an advisory committee (see page ix), working in cooperation with Jennifer Ekstedt, Nutrition Specialist in the Health, Nutrition, and Physical Education Unit, California Department of Education. The document was edited for publication by Mirko Strazicich of the Department's Bureau of Publications, working cooperatively with M. Jeanne Bartelt, former consultant in the Health, Nutrition, and Physical Education Unit. It was prepared for photo-offset production by the staff of the Bureau, with artwork and layout design by Juan Sanchez and Paul Lee. The photographer was Adam Jahiel.

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Foreword

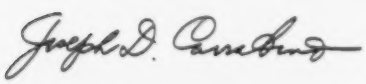
By adopting and publishing these standards, we have met the legislative mandate to provide the schools of California with a guide for determining the strength of their physical education programs. In a greater sense, however, we have recognized the importance of health and physical fitness to the education of our youth—the importance of healthy bodies to the development of healthy and productive minds. Certainly, physical education must be an integral part of each school's curriculum if we are to expect our students to meet the educational goals we set for them. We firmly believe that instruction in health and physical education is just as important as instruction in the core subjects.

By learning to make healthy choices and by participating in well-designed physical education programs, our students will learn to establish the personal goals and develop the perseverance they will need not only to enjoy life to its fullest but also to achieve at their highest levels of ability. In addition, they will learn to perceive and appreciate similarities and differences among individuals and to learn the importance of cooperating and of competing fairly with others. These skills are necessary for all students if they are to compete successfully in a changing job market, if they are to understand and appreciate the differences among the diverse cultures that make up our society, and if they are to develop and protect the values that are so essential to the success of our democracy.

We believe these standards reflect the strongest possible professional consensus regarding the type of physical education program that every student should be given the opportunity to experience before graduating from high school. In comparing the standards in this document with the ones adopted at the local level, some school districts will find that their physical education programs are consistent with the standards; others will need to set the standards as objectives to achieve. Whatever each district finds as it makes its review, we hope that this document will be helpful as parents, educators, members of school district governing boards, and others concerned with the schools work to build a stronger, richer curriculum for all our students.

For their roles in developing the *Physical Education Model Curriculum Standards*, we extend our sincerest appreciation to the advisory committee members, to the chief writers of the committee, and to Earl Adams of the Campbell Union High School District, who served as the chairperson for the group. We also thank the many educators and other professionals who served as reviewers of the document and the Department of Education's staff who assisted with and coordinated the entire effort.

The names of all the contributors to the development of these standards appear in the Acknowledgments beginning on page ix. Our hope is that their work will result in the development of truly outstanding physical education programs because, as Aristotle wrote in 350 B.C., "The results of good physical education are not limited to the body alone but they extend even to the soul itself."



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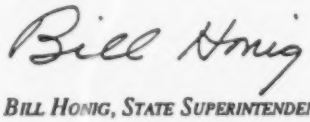

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Preface

IN 1983 the California Legislature enacted Senate Bill 813 (Chapter 498, Statutes of 1983), a far-reaching reform measure designed to improve financing, curriculum, textbooks, testing, and teacher and administrator training in the state's elementary and secondary schools. One of the central themes of SB 813 is the reestablishment of high expectations for the content that would be taught in secondary schools and for the level of effort and performance by students.

Consistent with this theme, SB 813 reinstituted statewide high school graduation requirements. Commencing with the 1988-89 school year, the requirements for a student to graduate from high school, as described in *Education Code* Section 51225.3(a)(1), are as follows:

(A) Three courses in English.
(B) Two courses in mathematics.
(C) Two courses in science, including biological and physical sciences.
(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics.
(E) One course in visual or performing arts or foreign language. For the purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.
(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

To assist school districts in the upgrading of course content, SB 813 also requires the State Superintendent of Public Instruction to develop and the State Board of Education to adopt model curriculum standards for the mandated high school course of study. School districts are required to compare their local curriculum to the model standards at least once every three years. The full text of *Education Code* Section 51226, which requires the model curriculum standards, is as follows:

> 51226. (a) The Superintendent of Public Instruction shall coordinate the development, on a cyclical basis, of model curriculum standards for the course of study required by Section 51225.3. The superintendent shall set forth these standards in terms of a wide range of specific competencies, including higher level skills, in each academic subject area. The superintendent shall review currently available textbooks in conjunction with the curriculum standards. The superintendent shall seek the advice of classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry in developing these curriculum standards. The superintendent shall recommend policies to the State Board of Education for consideration and adoption by the board. The State Board of Education shall adopt these policies no later than January 1, 1985.

However, neither the superintendent nor the board shall adopt rules or regulations for course content or methods of instruction.

(b) Not less than every three years, the governing board of each school district shall compare local curriculum, course content, and course sequence with the standards adopted pursuant to subdivision (a).

Development of the model curriculum standards began early in 1984 when the State Superintendent of Public Instruction appointed broadly representative advisory committees in six of the mandated subject areas. (The physical education standards were developed in early 1985.) The committees worked for more than six months, frequently consulting nationally recognized experts, to produce draft standards. The draft standards were then reviewed and critiqued by teachers and administrators from more than 80 school districts throughout the state. The results of this extensive field review were used to make final refinements to the standards.

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Acknowledgments

THIS first edition of the *Physical Education Model Curriculum Standards* was prepared with the help of an advisory committee composed of a distinguished group of educators from throughout the state. The State Board of Education and the California Department of Education are most grateful for the efforts and contributions of all advisory committee members and also other educators who served as reactors to this document.

The members of the advisory committee and the positions they held during the time they served on the committee were as follows:

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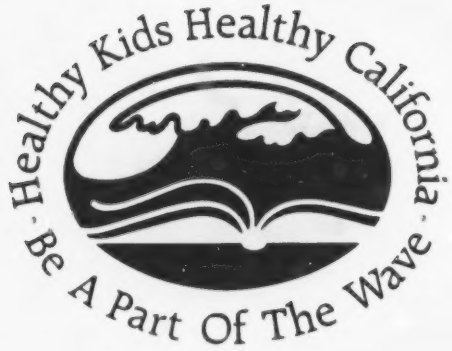
The State Board and the Department of Education acknowledge individuals in various professional associations, agencies, and school districts for providing editorial feedback to the writing committee. *A Guide to Curriculum Planning in Physical Education*, published by the Wisconsin Department of Public Instruction in 1985, was also helpful.

All of the photographs used in this publication were produced with the cooperation of the staff and students of Valley High School in Elk Grove Unified School District. The special assistance of **Wilma Osborne**, Principal, and **Sharon House**, Physical Education Teacher, is gratefully appreciated.

The State Board and the Department of Education express appreciation to **Linda J. Nelson** of the Far West Laboratory for Educational Research and Development, San Francisco, for editing the first drafts.

California Department of Education staff support was provided by members of the Health, Nutrition, and Physical Education Unit: **Jennifer Ekstedt**, Nutrition Education Specialist, and **M. Jeanne Bartelt**, Physical Education Consultant (retired).

Introduction



THE **Healthy Kids, Healthy California initiative,** which was launched by the California Department of Education, calls for a comprehensive approach to impacting the health habits of students. Schools can help to equip students with the knowledge, skills, and values they need to take conscious control of their own good health and to lead long and productive lives in society. Instilling good health habits in students must involve a comprehensive approach that includes a cooperative effort of every member of the school staff.

The **Healthy Kids, Healthy California initiative** includes eight component areas that are independently strong and are coordinated to reinforce the goal of healthful living. These components include (1) physical education; (2) health education; (3) health services; (4) nutrition services; (5) health promotion for staff; (6) skilled counseling and psychological services; (7) a safe and healthy school environment; and (8) parent and community involvement. As a key component in the **Healthy Kids, Healthy California initiative,** a quality physical education program, which operates cooperatively within a schoolwide comprehensive health program, is essential. As part of a comprehensive approach to improving health, physical education helps students become fit and acquire knowledge to stay that way.

Although physical education is truly a lifetime activity, learning basic skills in physical education begins in school. This document deals with the high school program. However, if a student entering high school is to be fully successful in a school program that meets the model curriculum standards, a strong program in physical education must be offered in kindergarten through grade eight.

The ultimate test of the success of physical education programs will lie in the demonstrated life-styles adopted by California's graduates. If our graduates understand the unity of healthy bodies and healthy minds and maintain a desirable level of physical fitness throughout life, we can consider our physical education program a success.

Focus on the Six Goals of Physical Education

The six broad goals of physical education are generally agreed on by physical education teachers nationwide and are described fully in Chapter 3 of the *Handbook for Physical Education*, which was published by the California Department of Education in 1986. The physical education standards were designed to ensure that each student achieves these goals:

1. *Physical activity*—Students develop active interest and proficiency in movement skills and understand the importance of lifelong participation in daily and recreational physical activity.
2. *Physical fitness and wellness*—Students increase cognitive understanding of basic body systems to develop and maintain the highest possible level of physical fitness and wellness necessary to meet the demands of high-level physical performance and lifelong health during work, play, and emergency situations.
3. *Movement skills and movement knowledge*—Students increase effective motor skills development, understand the fundamentals of movement by practicing and analyzing purposeful movement, and appreciate the aesthetics of expressive and creative movement.
4. *Social development and interaction*—Students learn appropriate prosocial behaviors and leadership skills by participating in planned physical activities in which they develop an appreciation of self and others, experience independent and group work, and learn how to cooperate and compete with others in the achievement of common goals.
5. *Self-image and self-realization*—Students develop and maintain a positive self-image, value their personal identity, and have the opportunity to develop and display self-control, self-direction, and self-expression.
6. *Individual excellence*—Students are encouraged to achieve high personal levels of performance by integrating psychomotor, cognitive, and affective learning.

These program goals are based on six disciplines related to physical education. These are biomechanics and kinesiology, exercise physiology, motor learning, psychosocial development, growth and development, and the humanities.

Program Structure for High School

Because the developmental range of students is so diverse during the high school years, those responsible for physical education programs must offer a broad variety of activities and allow students some selection, especially for the older students. The curriculum in high school physical education is a planned sequence of formal instructional experiences related to human movement, knowledge, understanding, and skill. The subject matter of physical education is a unique blend of performance skills and experience in games, sports, exercise, dance, and knowledge about performance. Independent study and proficiency testing are encouraged as alternative methods to helping students better achieve the goals, objectives, and competencies of the core program; however, these methods may not be used to avoid the development of competencies.

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The *California Code of Regulations*, Title 5, Section 10060, lists criteria for eight content areas of curriculum required for each student in high school physical education programs. These areas must be addressed in a developmental sequence over the number of courses that the district requires for graduation. The eight required content areas include the following activities:

1. *Aquatics*—Diving, swimming, water games, and sports
2. *Combatives*—Self-defense, wrestling, martial arts, and fencing
3. *Effect of physical activity on dynamic health*—Aerobic and anaerobic activities; assessment activities, such as fitness and performance testing; first-aid and CPR training; health-related fitness instruction in body composition, muscle strength and endurance, cardiorespiratory endurance, and flexibility; nutrition, weight training, and physical performance; stress reduction, relaxation, and mental alertness; and substance use and abuse
4. *Gymnastics (tumbling)*—Balance beam routines, free exercise floor routines, parallel and horizontal bar activities, ring exercises, rope work, and vaulting exercises
5. *Individual and dual sports*—Cycling; mountaineering; net orientation (tennis, badminton, and paddle tennis); orienteering (cross-country running); skiing (Nordic, Alpine, and water); target orientation (archery, bowling, golf, and curling); track and field; and wall orientation (paddleball, squash, racquetball, and handball)
6. *Mechanics of body movement*—Body management activities; motor fitness (agility, balance, coordination, power, and speed); perceptual motor activities; posture maintenance exercises (locomotor–walk, run, jump, hop, leap, slide, gallop, skip, dodge, and pivot; manipulation–throw, catch, strike, kick, drop, carry, lift, push, pull, bounce, and bat; stability–twist, turn, roll, bend, stretch, swing, hand, and land); and movement mechanics conducted through aquatics, gymnastics and tumbling, and rhythms and dance in physical education class activities
7. *Rhythms and dance*—Ballet, tap dance, folk dance, jazz dance, modern dance, social dance, and square dance
8. *Team sports*—Basketball, soccer, football, field hockey, speedball, softball, team handball, and volleyball

A balanced program will include psychomotor, cognitive, and affective components for each of eight content areas in physical education while permitting students to pursue their special interests and to participate at their particular level of ability.

All physical education programs, including adapted, modified, and continuation programs, must address the eight content areas. *A balanced program will include psychomotor, cognitive, and affective components for each of the content areas while permitting students to pursue their special interests and to participate at their particular levels of ability.* Not every activity listed under each of the eight content areas must be addressed, but each of the eight areas must be covered in the curriculum with appropriate activities.

School districts must provide optional physical education courses for any year that physical education is not required.

The eight content areas of the physical education program provide the wide variety of physical activities necessary to develop the skills and knowledge essential to the individual for the selection of lifetime pur-

suits. The individual becomes an independent learner who appreciates and enjoys movement.

The content areas of physical education provide laboratories for the understanding and appreciation of movement skills and knowledge. When students understand the history, rules, and strategies of physical education activities, they can appreciate the unique differences and similarities among sports and other content areas. For example, football is a highly sophisticated game of tag.

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STANDARDS

Physical Activity

CALIFORNIA'S schools must prepare students for a lifelong commitment to participation in physical activity. Children and youth will make such a commitment if they are given opportunities to observe and experience a wide variety of physical activities and participate in movement activities.

The development of proficiency in movement skills through a planned program creates in students a feeling of success and enjoyment. When the student has this feeling, he or she begins to play for pleasure and exhilaration and seeks the appropriate school and community resources to maintain an active and healthy life-style.

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Students observe and experience a wide variety of activities that are essential to a lifelong participation in physical activity.

Students develop active interest and proficiency in movement skills.

Representative activity:

The students are divided into teams and asked to identify and discuss the factors involved in positioning players on a team. Each team places its members according to preference, skill, and ability in playing softball in order to form a team that will be able to perform at its optimum level; for example, a tall person who is able to catch well may be selected for first base. A person with quickness and good defensive skill may be a choice for shortstop. Players who are able to throw greater distances may be fielders. The team members analyze a game situation to test their reasoning of placement. At the conclusion of the period, the students examine the placement of the players and discuss how they performed successfully as a team.

Students understand the movement technologies and the history, rules, and strategies of various activities.

Students should make a lifelong commitment to participate in physical activity.

Representative activity:

Through the use of visual aids or demonstration, the students observe the proper skills to be used in volleyball. These skills are practiced in simulated game situations and transferred to actual games. The students learn how all team sports are interrelated in offense, defense, game strategy, rules/regulations, and communication. Decision making in relation to angles, direction, and speed to control a ball is used and applied to other situations involving sports.

Students appreciate the value of physical activity and choose active rather than passive life-styles through the use of school and community resources.

Representative activity:

The class discusses the values of daily exercise and how exercise leads to an active rather than a passive life-style. Some of these values are:

Feeling good—Regular exercise helps a person feel like doing many different activities throughout the workday and weekends.

Looking good—Exercise is the best way to balance weight control and to contour the muscles of the body.

Being healthy—Fit people are less likely to experience injury and illness. Regular exercise contributes to good health.

Enjoying life—Physical activity is a great way to meet people and to enjoy leisure time.

The students are divided into groups according to the major areas of interest. The students describe their favorite activities and write down the facilities available to them through the school and the community.

Each student should develop a self-directed plan of exercise and set his or her goals. Early practice in setting goals for a healthy life-style is important.

As they participate in physical education, students should have a feeling of success and enjoyment.

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STANDARDS

Physical Fitness and Wellness

STUDENTS should increase cognitive understanding of basic body systems to develop and maintain the highest possible level of physical fitness and wellness necessary to meet the demands of high-level physical performance during work, play, and emergency situations. Participation in regular exercise programs, based on a range of choices, is one of the best ways of lowering the risk and reducing the occurrence of disease.

Many people believe that children are naturally active and fit. And not long ago it was widely believed that degenerative diseases began in middle age. Now we know, however, that such afflictions have their roots in childhood, and by intelligent behavior alone, we can reduce the risks of degenerative diseases. The findings of the 1985–1987 National Children and Youth Fitness Study (NCYFS) showed that a full third of America's young people were not physically active enough for aerobic benefit.

Because physical activities and attitudes are influenced by factors presented before age eighteen, an extensive physical fitness program must be provided in the early school years. An essential component of such a program is the imparting of knowledge to students about cardiorespiratory efficiency, muscle strength and endurance, stretching, dynamics of posture, and body composition. Health and wellness are further maintained through the knowledge students gain about the role of stress, rest, personal hygiene, nutrition, and substance use and abuse.

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Students improve and maintain cardiorespiratory efficiency through regular aerobic activities of sufficient duration and intensity to achieve a training effect.

Representative activity:

The teacher reviews the concept of target heart rate with the class. The class is divided into three exercise stations, such as a cross-country run, jump-rope station, and rhythmic routines to music. Each station will be of four minutes duration. The students measure the intensity of their exercise by checking their heart rates after each minute. They have two minutes to rotate to the next station. On completing the activities at the three stations, the class members reassemble and discuss the ease or difficulty of discovering the proper intensity and duration of exercise to achieve a training effect.

Students increase cognitive understanding of basic body systems.

Students improve and maintain abdominal strength and endurance through progressive and gradual resistance activities.

Representative activity:

The teacher reviews with the class the purpose of sets and repetitions. The students should select partners for abdominal exercises to be executed from a pull-up bar. Each student switches with the partner at the completion of each exercise. The progression of exercises is as follows:

	Number of repetitions per set
1. Alternate right and left bent-knee lifts	5
2. Right bent-knee lifts	5
3. Left bent-knee lifts	5
4. Both bent-knee lifts	8
5. Alternate right and left straight-leg lifts	5
6. Right straight-leg lifts	5
7. Left straight-leg lifts	5
8. Both legs straight ("L" lifts)	8
9. Hold "L" lifts for ten seconds	5

At the conclusion of class, the students are asked to suggest other exercises that help them develop abdominal strength and endurance.

The school should provide opportunities for students to develop and maintain the highest possible level of physical fitness and wellness.

Flexibility can be improved by increasingly streching body parts through a full range of motion and by sustaining the stretch.

Students improve and maintain the functional capacity of specific muscles and joints by increasing their full range of motion through daily warm-up and cool-down stretching exercises.

Representative activity:

During the warm-up and cool-down exercises, the teacher emphasizes proper stretching and strengthening. The students analyze the types of exercises that can cause injury. Examples of contraindicated exercises and questions for discussion include the following:

- *Double-leg lift*—This exercise creates tremendous stress on the lower-back and abdominal muscles. How can such stress be reduced?
- *Deep knee bend*—This exercise creates stress on ligaments and membranes of the knee at a 90-degree angle. How can activities that require knee bends be performed correctly?
- *Hurdle stretch*—This movement places the foot "outside" the knee and may cause injury. How can one reduce the potential for injury?
- *Neck circle*—This movement can damage cervical vertebrae because of the weight of the head. What exercises could be used to stretch and strengthen the neck muscles?

The students should be able to identify any exercise that may have contraindications.

To lose body fat, one must decrease caloric intake and increase caloric expenditure.

Students improve and maintain the relative percentage of lean body mass to fat through regulating caloric consumption and expenditure.

Representative activity:

The students review the procedures to calculate the percentage of body fat. There are 3,500 calories per pound of fat, and a calorie is a unit of energy supplied by food. Because fat is stored energy, it can be controlled through balancing the intake of calories in food and the expenditure of calories through exercise.

Students keep a record of their caloric intake and caloric expenditure for five days. Using the information, the students develop a program to maintain or adjust body fat. The awareness of the relationship between food and exercise helps students make appropriate nutritional and exercise choices to preclude obesity and other eating disorders.

Students understand the effects of nutrition on behavior and physical and mental performance.

Representative activity:

The students are asked to think about the last meal they ate. They should consider the following questions:

- Did the meal include a serving from all four food groups?
- Did the meal provide a food from each of the nutrient groups?
- Did the meal contain any high-sugar, high-fat, or high-salt foods?
- Did the meal include whole grains?
- Did the meal prepare your body for today's activities?

On the basis of the answers to the questions, the students are asked whether they feel that their meal prepared them for physical activity and, if not, how it could be improved. The teacher and students discuss this topic.

The no-pain, no-gain principle is not correct. If a stretch hurts, quit. If a muscle hurts, quit. Know how to prevent injury by understanding your body.

Students learn about the principles, mechanics, concepts, and technologies of physical fitness and wellness.

Representative activity:

The students are reminded of the importance of an active life-style and its relationship to a sense of well-being and the prevention of chronic illness. The quest for wellness as a lifetime process is emphasized. The class is divided into groups of five to seven students with similar activity interests. Using a large tablet and pencil, each group of students constructs a program of activities. Each program should be balanced with as many components of fitness and wellness as possible. A sample program follows:

- Daily stretching exercise
- Extended fast walking
- Tennis
- Dancing
- Volleyball

Each group presents its program to the rest of the class. The students analyze each program and make comments on the values and shortcomings of each program. How will these programs need to change as individuals age?

Students apply the principles and practices of proper conditioning, including warm-up and cool-down activities, as they pertain to the prevention and care of injuries.

Representative activity:

The teacher explains to the students that, in order to prevent injury to the body, they need to prepare themselves through cardiovascular exercise and then stretch the muscles. This exercise allows for an increased range of motion. The students create warm-up and cool-down exercises for activities that are commonly used in physical education; these activities include running, jumping, hitting, throwing, and striking.

Because physical activities and attitudes are influenced before age eighteen, an extensive physical fitness program must be provided in the early school years.

Students understand the effects of drugs, including anabolic steroids, on physical well-being and on performance.

Representative activity:

The class is divided into groups of eight students each. Then each student in each group takes a number (1 through 8). Each student is then given a myth about anabolic steroids that corresponds to his or her number. Students then join others with the same number to form new groups. Each student in the new group is given a "fact" that corresponds with his or her number. Students should be given enough time to read the information, discuss it in the group, and decide how to present it to their original group.

Students then return to their original groups and present their information to the other students. This activity helps students recognize the myths about anabolic steroids while learning accurate information about the effects of the use of steroids.

Students use sound practices of personal hygiene.

Representative activity:

Students discuss the need for cleaning the body after vigorous exercise. Perspiring is the body's built-in "air-conditioning system" that helps cool the body during activity. An individual's body chemistry may cause an offensive odor, which can be eliminated by showering at the end of vigorous exercise. This activity helps students understand that proper hygiene is a part of looking good and feeling good about oneself.

Movement Skills and Movement Knowledge

STUDENTS should increase their effective motor skills, learn the fundamentals of movement by practicing and analyzing purposeful movement, and learn to appreciate the aesthetics of expressive and creative movement.

The teaching of motor skills has always been an important part of the physical education experience. In elementary grades students need exposure to many skills and a variety of situations in which to use them. Fundamental skills should be mastered before a student is taught advanced skills. Many performers are limited by their own inadequacy of the fundamentals when they have moved too rapidly to higher-level skills.

The students should be able to explain and demonstrate perceptual motor performance concepts as they improve their movement skills. The students should understand the qualities of movement and how these qualities relate to the improvement of skills. As they gain knowledge and understanding, the students can transfer learned movement skills and concepts from one activity to another. In actuality, it does not matter whether students learn football or any other specific activity. What the students learn about movement and about themselves in the activity is important.

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Students receive, interpret, and respond to visual, auditory, tactile, and kinesthetic stimuli.

Participation in physical education helps students increase effective motor skills development.

Representative activity:

The students are instructed that, in order to be successful during activity, they need to be alert so that they respond appropriately to perceptual stimuli. In a tennis class the students line up in small groups behind the baseline. Ball tossers take positions at the net and toss several balls in a row to the first person in each line. The students respond to each flight pattern of the ball and implement the appropriate tennis stroke to succeed in striking the ball over the net. The students should be alert to auditory cues from the sound of the ball as well as visual cues.

In this lesson the students use all of their senses to respond to stimuli with appropriate movements.

Students master locomotor skills.

Students learn to appreciate the aesthetics of expressive and creative movement.

Representative activity:

The students review the striking action for spiking the volleyball. They stand along a line across the gym facing the net and practice the approach to the net. The students discuss the importance of speed to the net, low center of gravity, braking and jumping vertically (not forward), thrusting action of the arms, trunk rotation, and landing. The students then practice the following skills:

- Drive step
- Cross step
- Arm thrust and vertical jump
- Vertical jump and swing
- Walk through entire movement
- Full speed through entire movement

After they have practiced the movements, the students discuss the application of this motor skill to other sports.

This activity helps students understand the importance of a variety of locomotor skills inherent in all sports.

Students master nonlocomotor skills, including balance.

Representative activity:

The students form groups according to levels of ability from beginning to advanced. The students create a floor exercise routine that includes three balance stunts. Balance stunts may range from a tripod stand for the beginning group to a handstand for the advanced group. The routine must include three changes of direction, three nonlocomotor movements, and five tumbling stunts. The routine must have a distinct beginning, middle, and end.

The students at the high school level need opportunities to create movement sequences that apply discrete skills that they have mastered.

Students master object manipulation skills.

Representative activity:

The students review the rules and techniques involved in the serve for badminton, in particular the strategy of the high deep serve. Each student is provided with a racquet and approximately six shuttles. A tall box is placed at the back end of the opposite side of the court or at a similar distance. The students practice their high deep serves to the target. They record the number successfully served into the box for each set of shuttles served.

Through the practice of hitting many shuttles, the students learn to judge the force needed to score.

One's ability to make an object "go where it is aimed" is referred to as accuracy. To hit a target, one must have coordination, balance, timing, and judgment of speed, distance, and force.

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The ability to move efficiently and effectively in space is important in games, sports, and daily life.

Students demonstrate an understanding of movement qualities (for example, space, time, force, and flow) involved in physical activities that lead to the transfer of movement skills.

Representative activity:

The teacher demonstrates how to set a basketball "screenplay" involving a pivot and including the timing involved. The class is divided into groups and assigned to a court to practice the drill. Each student runs to a designated spot and comes to a jump-stop approximately 1 foot in front of the opponent. Then the student executes a reverse pivot on the right foot to receive a pass from a teammate to shoot for the basket, following the shot to a position for a rebound. The activity is continued to develop understanding of the force, timing, and flow of the movement pattern.

In this activity the skills and movement elements mastered earlier are combined in a complex game strategy.

Students apply foundations and relationships of efficient, effective, and purposeful movement in a variety of activities.

Representative activity:

The teacher selects two students to execute the diagonal pass pattern used in soccer. The students identify the skills needed to match the speed, timing, and space of the teammate without the ball to the teammate with the ball. The students experience how to move down the field in relation to one another's speed. They perceive the timing needed to pass the ball to the space ahead of the receiver so that he or she catches the ball successfully. The movement pattern of both players should be coordinated so that each student experiences success in executing and receiving a pass. The students identify when this pass pattern is used in other sports or games.

Through such activities students learn to execute efficient movements in new environments.

Students transfer learned movement skills and concepts from one activity to another.

Representative activity:

The students form groups of 12 players. Using available facilities, each group creates a game involving two teams of six players. The purpose is to put an object in, on, or through a goal at the opposite ends of the court or field. Each team designates "offensive" and "defensive" players. Team members discuss and attempt strategies or "plays" that may effectively help the offensive team to score. Players may switch teams or positions. When the game is concluded, the class analyzes the strategies used to determine those most effective for offense and defense. Which strategies were used in every game developed by the groups? Which strategies were dependent on the type of equipment? This activity helps students synthesize skills and concepts of strategy.

People choose to participate in physical activity in which they experience success.

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STANDARDS

Social Development and Interaction

THE STUDENTS learn appropriate social behaviors and leadership skills by participating in planned physical activities in which they give and follow instructions and experience both independent and group work. The students learn how to compete and cooperate with others in the achievement of common goals by playing fairly and in the spirit of teamwork.

A student's social development undergoes dramatic changes during the elementary school years. During this seven-year period, an egocentric five-year-old will be transformed into a group-centered twelve-year-old. During the high school years, the student experiences teamwork and a deeper understanding of self as a social being.

Individuals come to the physical education experience with varied backgrounds in social development because of social systems outside the school. The family, community, and the media are important in this regard. The interactive milieu of physical education classes provides a natural environment for the development of social skills and emotional control. In this environment the students should be introduced to group cooperation, leadership, and group problem-solving skills. Learning to be a good sport and having control over one's emotions are valued outcomes of programs in which competition is kept in perspective so that every student can be a "winner."

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Students learn that getting along with others begins by accepting oneself, including one's physical self.

Representative activity:

The effort of each member of a team is important. Cooperation provides the greatest chance of success. The class is divided into teams of six players, each with varying physical abilities. The teacher reviews and demonstrates several techniques of the high jump, allowing time for the students in each group to practice and assist each other to perform successfully. A high jump relay is conducted, and the cumulative height of the group is recorded.

At the conclusion of the relay, students discuss the value of helping each other, especially those with less ability. Does cooperation among members help achieve the group's goals? Does helping others in the group make you feel good? How do you feel when others help you? The students complete this lesson with a discussion of the aspects of successful team membership.

Students share in the development of one's peers by giving and accepting support.

Representative activity:

The students discuss the importance of supporting one's peers by giving and accepting support. The students are asked to identify comments they may use to encourage a teammate who is unsuccessful in his or her attempts to develop a skill. The class discusses how the less-skilled teammate can accept and respond to constructive suggestions to improve.

The teacher points out that the use of a coaching tip is more helpful than a negative comment. For example, if a teammate swings the bat and misses the pitched ball, supportive comments by the students might be (1) "Choke up on the bat"; (2) "Watch the pitcher's arm for the speed of the delivery"; and (3) "Pull your hands sooner to bring the bat around faster." The students then share their recommendations for positive encouragement to teammates. The teacher and students acknowledge whenever a student uses one of the suggested comments in an activity or game situation.

Being a good sport and having control over one's emotions are valued outcomes of programs in which competition is kept in perspective so that *every* student can be a "winner."

Students affiliate with a group and work in a cooperative manner.

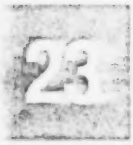
Representative activity:

Varying degrees of skill exist within a particular group, and all individuals need opportunities to perform if they are to improve their skills. In this lesson the students form teams of six players each. A game of touch football is played with the following modified rules:

1. Two complete forward passes constitute a first down.
2. The quarterback position is rotated for each down. In this way each player gets to handle the ball.

At the conclusion of the game, the students discuss the extent of cooperation among the team members. Did each team find ways of using all players effectively? Did all players believe they were allowed to contribute effectively? What changes, if any, could be made to contribute to the group's performance?

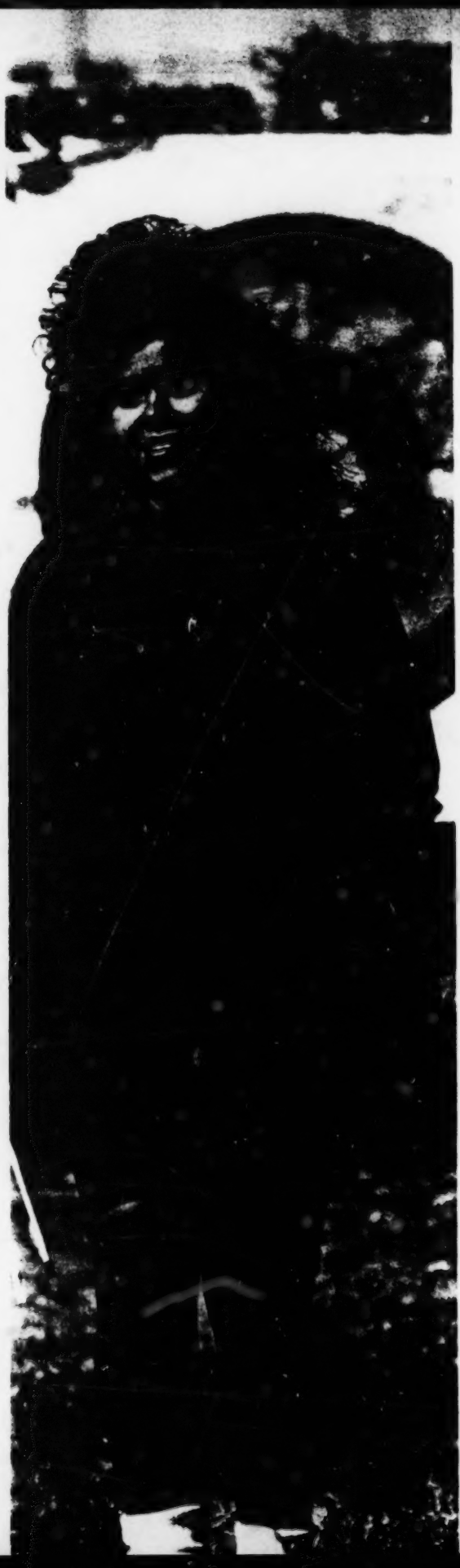
Individuals must never be pitted against each other merely to win praise, or credit, or medals, but to test each other's skill and know each other better and to learn how better to live and work together.



Students develop coping skills in effective group interaction and fair competition.

Representative activity:

The students discuss the guidelines for judging a dive. The teacher assigns student groups to be judges and divers. The judges enforce the diving rules and regulations. They are asked to judge a stunt's difficulty as well as performance. The students change roles at the completion of performances by the divers. Members of the class then assess their feelings in both roles. What did it feel like to be a judge? What was it like to be judged by your peers?



Self-image and Self-realization

SELF-IMAGE is essentially the feelings one has about oneself. All students should develop and maintain a positive self-image, value their personal identity, and learn the self-control, self-direction, and self-expression necessary for self-realization. Every student enters school with a self-image that has been developed over time through the fulfillment of needs and feelings of worth derived from his or her relationship with the family. Teachers and peers play an important part in a student's perceptions of self. Physical education can play a vital role in the development of a positive self-image through an understanding of body image, the acceptance of one's capabilities and limitations, and the improvement of one's coping skills.

Self-realization occurs through successful experiences that invite the learner to attempt new challenges. A positive self-image is an important factor in learning motor skills; therefore, the school should provide opportunities for the student to achieve success daily. Successful motor experiences promote the cognitive acceptance for establishing self-direction and self-expression, which lead to a sense of harmony with the self and the celebration of a healthy life-style.

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Students develop an accurate concept of one's body.

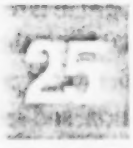
Physical activity, through its positive relation to one's self-worth, may indirectly influence cognitive performance.

Representative activity:

The students use a tape to measure their neck, chest, upper and lower arms, waist, hips, thighs, and calves. They record the measurements on a personal card.

The students begin a strength development program. They measure the same body parts every two weeks and record the differences. Why do some areas increase in size more than other areas do? Does an increase in size mean an increase in weight? Why?

This activity helps students develop accurate concepts of their body.



Students accept their individual physical capabilities and limitations.

Teachers and peers play an important part in a student's perceptions of self.

Representative activity:

Three basic body types (somatotypes) are generally categorized in physical education: endomorphic (spherical), ectomorphic (linear), and mesomorphic (muscular). The first two types are often stereotyped as negative. The third type is classified as positive. These generalizations are often inaccurate. The students can enhance the conformation and capabilities of all body types. The students identify their personal somatotypes. Do the stereotypes fit each of the somatotypes?

By understanding genetic endowments, the students can expand their capabilities and begin to overcome those feelings about one's body image that are influenced by social stereotypes.

Students use movement to express personal feelings or ideas.

Representative activity:

Many movement activities provide a vehicle for deeper understanding of self through personal evaluation. Some activities that provide such an experience are:

- Create a solo dance that depicts a personal need.
- Express the joy of movement by using a poem or painting to depict feeling.
- Develop a humanities parcourse that includes dance, strength, agility, rest, creativity, endurance, and manipulation. Select appropriate feeling words to use at each station.

Play, a voluntary act of humans, is characterized by freedom, order, seclusion, tension, ritual, and joy.

Students recognize stressful situations and develop the strategies, skills, and confidence to deal with stress.

Representative activity:

The students practice using various relaxation techniques or using autogenic words or phrases such as *serene, warm bench, cool breeze*, and so on. They create a list of words that can be used to trigger relaxation responses.

The students are urged to imagine how it feels to perform a critical movement in slow motion and at regular speed.

The awareness of stress helps the students to perform better by using strategies to overcome stress.

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Individual Excellence

STUDENTS will be encouraged to achieve the highest levels of individual performance through a program that integrates psychomotor, cognitive, and affective learning. A sound, planned physical education program will integrate all of the goals so that each participant will have the opportunity to achieve personal individual excellence.

Achieving individual excellence requires realistic self-appraisal, achievement-related motives, and a personal commitment to improve. It is a painstaking task that involves concentration and risk. The rewards are that each student seeks to excel in all activities and strives to sense the satisfaction and exhilaration of high-level physical performance. A truly peak experience is attainable for every child and youth in daily physical education.

Teachers should ensure that all students have continuing opportunities to experience the exhilaration and joy that are so characteristic of finding individual excellence.

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Students use self-appraisal to establish realistic personal goals.

Representative activity:

The students are given a checklist of activities on which they rate their desire to learn and their ability to teach skills for each activity. The teacher then establishes a "Learning Exchange." The students write on 3 x 5 cards the skills they can teach others and the skills they would like to learn. The cards are filed in two boxes labeled "Want to learn" and "Will share or teach." The students then select cards and find an appropriate partner in order to learn from each other.

Students demonstrate an understanding of those elements that contribute to personal excellence.

Achieving individual excellence requires realistic self-appraisal, achievement-related motives, and a personal commitment to improve.

Representative activity:

Most performers acknowledge at least three kinds of achievement in relation to their performance goals:

1. An achievement that marks personal progress or improvement
2. An achievement that results in reaching an established personal goal
3. An achievement that results in reaching a goal, such as running 3 miles or completing a dance

The teacher acknowledges all three types of achievement when planning and promoting activities or rewarding students. For example, a sports activity might include strategies to achieve personal goals, formative tasks for personal progress, and participation in a class tournament.

Students develop the personal commitment needed to attain individual excellence.

Representative activity:

The class repeats a drill, task, or skill test from a previous lesson. The students are given their practice results or scores from the prior and current lessons. On the basis of the two scores, the students are asked to set goals for improvement in the skills. Potential restraints, such as time and difficulty, are discussed. Time lines are established. Students later share their successes and setbacks in achieving their goals.

By setting personal goals and achieving them, a student increases self-acceptance and personal commitment toward excellence.

Publications Available from the Department of Education

This publication is one of nearly 700 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	$3.75
0-8011-0838-1	Adoption Recommendations of the Curriculum Development and Supplemental Materials Commission to the State Board of Education, 1989: California Basic Instructional Materials in Bilingual Language Arts and Visual and Performing Arts—Visual Arts and Music (1989)	3.50
0-8011-0883-7	The Ages of Infancy: Caring for Young, Mobile, and Older Infants (videocassette and guide) (1990)*	65.00
0-8011-0890-x	Bilingual Education Handbook: A Handbook for Designing Instruction for LEP Students (1990)	4.25
0-8011-0273-1	California Adult Education Handbook (1986)	4.00
0-8011-0687-7	The California CBO: The 1987-88 Profile of Chief Business Officials in California Schools, K–12 (1989)	4.50
0-8011-0862-4	California Education Summit: Background and Final Report (a set) (1990)	5.00
0-8011-0889-6	California Private School Directory (1990)	14.00
0-8011-0924-8	California Public School Directory (1991) (Order after March 1, 1991)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
	California's Daily Food Guide (brochure) (1990)†	6.00/25
0-8011-0874-8	The Changing History–Social Science Curriculum: A Booklet for Parents (1990)‡	5.00/10
0-8011-0867-5	The Changing Language Arts Curriculum: A Booklet for Parents (1990)‡	5.00/10
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)‡	5.00/10
0-8011-0823-3	Coordinated Compliance Monitoring Review Manual, 1989-90 Edition (1990)	6.75
0-8011-0797-0	Desktop Publishing Guidelines (1989)	4.00
0-8011-0833-0	Directory of Microcomputer Software for School Business Administration (1990)	7.50
0-8011-0856-x	English as a Second Language Handbook for Adult Education Instructors (1990)	4.50
0-8011-0041-0	English–Language Arts Framework for California Public Schools (1987)	3.00
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0-8011-0751-2	First Moves: Welcoming a Child to a New Caregiving Setting (videocassette and guide) (1988)*	65.00
0-8011-0839-x	Flexible, Fearful, or Feisty: The Different Temperaments of Infants and Toddlers (videocassette and guide) (1990)*	65.00
0-8011-0849-7	Food Sanitation and Safety Self-Assessment Instrument for Child Care Centers (1990)	3.75
0-8011-0850-0	Food Sanitation and Safety Self-Assessment Instrument for Family Day Care Homes (1990)	3.75
0-8011-0851-9	Food Sanitation and Safety Self-Assessment Instrument for School Nutrition Programs (1990)	3.75
0-8011-0804-7	Foreign Language Framework for California Public Schools (1989)	5.50
0-8011-0809-8	Getting In Tune: Creating Nurturing Relationships with Infants and Toddlers (videocassette and guide) (1990)*	65.00
0-8011-0875-6	Handbook for Contracting with Nonpublic Schools for Exceptional Individuals (1990)	8.00
0-8011-0289-8	Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools (1986)	4.50
0-8011-0824-1	Handbook for Teaching Cantonese-Speaking Students (1989)§	4.50
0-8011-0909-4	Handbook on California Education for Language Minority Parents—Portuguese/English Edition (1986)‖	3.25
0-8011-0734-2	Here They Come: Ready or Not—Report of the School Readiness Task Force (Full Report) (1988)	4.25
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1988)	6.00
0-8011-0750-4	Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials (1989)	8.75
0-8011-0878-0	Infant/Toddler Caregiving: A Guide to Creating Partnerships with Parents (1990)	8.25
0-8011-0880-2	Infant/Toddler Caregiving: A Guide to Language Development and Communication (1990)	8.25
0-8011-0877-2	Infant/Toddler Caregiving: A Guide to Routines (1990)	8.25
0-8011-0879-9	Infant/Toddler Caregiving: A Guide to Setting Up Environments (1990)	8.25
0-8011-0876-4	Infant/Toddler Caregiving: A Guide to Social–Emotional Growth and Socialization (1990)	8.25
0-8011-0828-4	Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course (1989)	20.00
0-8011-0869-1	It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers (videocassette and guide) (1990)*	65.00
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0794-6	Microcomputer Software Use in School District Business Offices: Report of a Survey (1989)	4.00

*Videocassette also available in Chinese (Cantonese) and Spanish at the same price.

†The price for 100 brochures is $16.50; the price for 1,000 brochures is $145.00.

‡The price for 100 booklets is $30.00; the price for 1,000 booklets is $230.00.

§Also available at the same price for students who speak Japanese, Pilipino, and Portuguese.

‖The following editions are also available at the same price: Armenian/English, Cambodian/English, Chinese/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Spanish/English, and Vietnamese/English.

ISBN	Title (Date of publication)	Price
0-8011-0929-9	Model Curriculum Standards, Grades Nine Throug[illegible] Twelve, First Edition (1991)	$5.50
0-8011-0028-3	Physical Conditioning Through Water Exercises (1972)	2.25
0-8011-0306-1	Physical Education for Individuals with Exceptional Needs (1986)	9.75
0-8011-0834-9	Program Cost Accounting Manual (Form J-380—Form J-580) (1989)	20.00
0-8011-0886-1	Program Guidelines for Individuals Who Are Deaf-Blind (1990)	6.00
0-8011-0817-9	Program Guidelines for Language, Speech, and Hearing Specialists Providing Designated Instruction and Services (1989)	$6.00
0-8011-0899-3	Quality Criteria for Elementary Schools: Planning, Implementing, Self-Study, and Program Quality Review (1990)	4.50
0-8011-0815-2	A Question of Thinking: A First Look at Students' Performance on Open-ended Questions in Mathematics (1989)	6.00
0-8011-0858-6	Readings for Teachers of United States History and Government (1990)	3.25
0-8011-0831-4	Recommended Literature, Grades Nine Through Twelve (1990)	4.50
0-8011-0863-2	Recommended Readings in Literature, Kindergarten Through Grade Eight, Addendum (1990)	2.25
0-8011-0745-8	Recommended Readings in Literature, Kindergarten Through Grade Eight, Annotated Edition (1988)*	4.50
0-8011-0753-9	Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care (videocassette and guide) (1988)†	65.00
0-8011-0868-3	School Crime in California for the 1988-89 School Year (1990)	3.50
0-8011-0911-6	Schools for the Twenty-first Century (1990)	3.75
0-8011-0870-5	Science Framework for California Public Schools (1990)	6.50
0-8011-0665-6	Science Model Curriculum Guide, K–8 (1988)	3.25
0-8011-0860-8	Self-Assessment Guide for School District Policy Teams: Maintenance and Operations (1990)	3.50
0-8011-0857-8	Self-Assessment Guide for School District Policy Teams: Pupil Transportation Services (1990)	3.50
0-8011-0813-6	Self-Assessment Guide for School District Policy Teams: School Nutrition Program (1989)	3.50
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